HUMAN DEVELOPMENT RESEARCH REVIEW
VOL 3 (6) JUNE 2019

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Human Development Research Review: Aims and Scope
HELP’s Human Development Research Review (HELP Reads) aims to expand awareness of topics in human development, particularly social epigenetics, social determinants of health, socio-emotional learning, Aboriginal children and youth, and family policy. HELP Reads connects health academics, advocates, and professionals with online and publicly available research, news, and information. This review focuses on listing articles relevant to human development research activities at HELP. The review accepts and welcomes contributions provided they meet HELP Reads standards. This review is not official or peer reviewed. It does not cover all research, news, and information, and HELP is not responsible for the accuracy of the content from media or databases. How to access the items? Click on the link related to each entry and it should take you to the item. Not all links are open access; some are abstract links where paid journal subscription is required. HELP Reads is posted monthly; please see: www.earlylearning.ubc.ca/library/citations.
EDITOR PICKS

Mental well-being among children in foster care: The role of supportive adults.

Carly Magee (right), Martin Guhn, Kim Schonert-Reichl, and Eva Oberle, Human Early Learning Partnership

“This study indicated that perceived support from adults at home and school are individually associated with mental well-being among children in foster care during middle childhood. Policy aimed at improving the well-being of children in care should be considered for both in child welfare and school systems.”

Validity of the Middle Years Development Instrument for population monitoring of student wellbeing in Australian school children.

Martin Guhn (right), Anne Gadermann, Kim Schonert-Reichl (and co-authors), Human Early Learning Partnership.

“...Validity and reliability analyses confirmed that the MDI scales had good psychometric properties (i.e., favourable model fit in confirmatory factor analyses, high internal consistency, and correlations between scales were consistent with theoretical expectations).”

Validation of the Early Development Instrument for children with special needs.

Magdalena Janus (and co-authors), Affiliate Associate Professor, School of Population and Public Health, UBC.

“Results of this investigation support the validity of the EDI in children with special health needs, paving the way for a more extensive use of EDI data for this vulnerable, yet often neglected, population.”

Straddling the Gap: A troubling portrait of home prices, earnings and affordability for younger Canadians.

Paul Kershaw, Associate Professor, Human Early Learning Partnership

“...A troubling portrait of home prices, earnings and affordability for younger Canadians. This report also outlines policy recommendations for reducing this affordability gap and ensuring all Canadians can afford a good, secure home by 2030.”
EDITOR PICKS

Handbook of people and place in the 21st century city.
Kate Bishop, Nancy Marshall (editors), 2019

“This book contains an interdisciplinary discussion of contemporary urban movements and issues influencing the relationship between people and place in urban environments around the world which have major implications for both the processes and products of urban planning, design and management.”

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Promising practices for children’s unstructured play: emerging programs, initiatives, and policies.
Canadian Public Health Association, 2019 Jun

“Throughout Canada, programs have been developed and implemented that support children’s access to unstructured play. These programs address issues ranging from the design of play spaces, to developing local policies and programs supporting access to unstructured play. This section provides a series of examples that were self-identified as promising practices by the sponsoring organization.”

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Critical issues in forest schools.
Mark Sackville-Ford, Helen Davenport (editors), 2019

“Forest School continues to grow and develop, both in the UK and internationally. Literature and research in the field tend to document this growth, while this book takes a novel approach to the Forest school conversation, taking a critical look at the various tensions and difficulties that surround Forest School practice.”

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Public health approaches & practice in complex systems.
Summer school 2019.
Public Health Association of British Columbia (July 4-5, 2019).

“Over the 2019 public health summer school, participants will be introduced to Complex Adaptive Systems thinking, what it is, and how it can be used to create innovative solutions to population level interventions in public health within four subtopics. Two days of engaging speakers and relevant content will support attendees in professional development that addresses the everyday complexity facing a modern public health practice.”
HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES


BIOLOGY/NEUROBIOLOGY (“early experiences”)


CHILDCARE, ECD SERVICES

CHILD DEVELOPMENT (GENERAL)
General


INDIGENOUS

MIDDLE YEARS

PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES

POLICY, PRACTICE, INTERVENTIONS


**SCREENING (tools, methods, school readiness, etc)**


**SOCIAL DETERMINANTS**


**SOCIOEMOTIONAL**


**MEDIA (HELP general)**

**SPECIAL (Children’s Environmental Health)**


